

MICROCOPY RESOLUTION TEST CHART NATIONAL BUREAU OF STANDARDS-1963-A

MA 121086

JOB LANGUAGE PERFORMANCE REQUIREMENTS $\mathbf{FOR}_{\mathbf{A}}\mathbf{31N}$

WOZ,

TACTICAL CIRCUIT CONTROLLER

REFERENCE SOLDIER'S MANUAL DATED

19 July 1979

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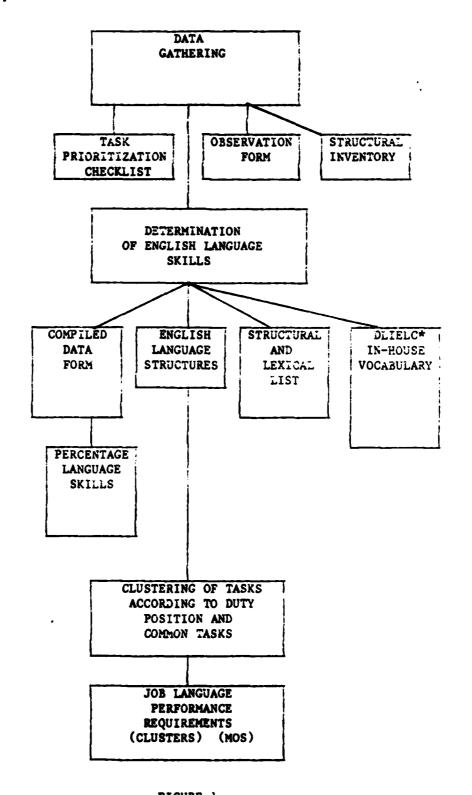


FIGURE 1
*Defense Language Institute English Language Center

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The Job Language Performance Requirements (JLPR) s mine language tasks the soldier must do in studyin language skills (listening, reading, writing, spea Army job task were identified, conditions studied	tudy was conducted to deter- ig/performing job tasks. The iking) required to learn each
data that generated the JLPR is identified.	·

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PREFACE

INSTRUCTIONS FOR REVIEW OF JOB LANGUAGE PERFORMANCE REQUIREMENTS

This report is organized in six main sections. Sections I-IV discuss methods, forms and rationale for gathering, organizing and analyzing research data used to develop Job Language Performance Requirements (JLPR). Please look through these sections to get a general understanding of the background underlying the JLPR. Sections V and VI are the major substantive portions of the analysis. They are the results of the analysis and constitute the basis for developmment of any MOS-oriented English language materials. Section V contains the JLPR by cluster/topic, while Section VI contains the JLPR covering the entire range of clusters/topics.

The appendices, one through eight, contain all the information used to determine the Job Language Performance Requirements. Please write any suggestions or changes directly on the document or attach additional notes, if necessary.

The points covered in the six major sections are supported in greater detail in eight appendices. Below is an overview of these appendices.

Appendix one contains the Task Prioritization Checklist. It was taken to the field to collect the raw data. This form was approved for use by the Department of the Army.

Appendix two contains the Task Inventory Compiled Data Form. It was used to organize data from Unit and AIT respondents.

Appendix three defines the language skills by percentage. This form includes computations of language skills for each task cluster.

Appendix four contains the Observation Form used in the recording of types of listening and speaking skills required, as seen by observers, in the learning and performing of a task. The variety of environmental situations is also included on this form.

Appendix five contains the final list of structural and lexical items found through data gathering and organization.

Appendix six contains the DLIELC in-house vocabulary list. This is a task by task listing of the vocabulary extracted from the Soldier's Manual.

Appendix seven contains the machine-generated vocabulary for this MOS prepared by the United States Army Training and Doctrine Command (TRADOC), Fort Monroe, Virgina.

Appendix eight contains the list of structural and lexical items requisite to this MOS.

Thank you for your cooperation. It is greatly appreciated.

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SECTION I

DATA GATHERING

INTRODUCTION

This section discusses the procedures and forms in the gathering of data used to determine the Job Language Performance Requirements for this MOS.

SECTION I: DATA GATHERING

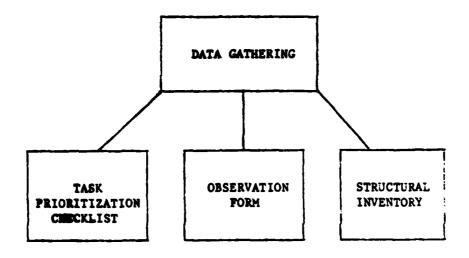


FIGURE 2

In order to establish Job Language Performance Requirements for this MOS the curriculum development specialists at the Defense Language Institute English Language Center (DLIELC) analyzed the current learning and working situations, and individual tasks. The goal was to collect data which would help identify the Job Language Performance Requirements pertinent to this MOS.

To conduct this analysis, training specialists visited the AIT School and Unit cadre. Interviews were conducted using a Task Prioritization Checklist, (Appendix 1). For each task, first-line supervisors answered the following questions:

- 1. Is the task taught?
- 2. How is the task taught?
- 3. Is the task tested?
- 4. How is the task tested?
- 5. How important are speaking, listening, reading and writing in learning and performing the task?
- 6. What are the results of poor performance in performing the task.

Additional data were gathered through use of an Observation Form and an analysis of language structures in the Soldier's Manual for this MOS.

The Observation Form (Appendix 4) was used to record actual observations of the learning situations, populations, tasks, and language.

The lexical and structural analysis was done by a panel of language specialists who first listed all structures found in the Soldier's Manual for this MOS and then all structures, standard and non-standard, noted on the Observation Forms for all vocabulary from the Soldier's Manual. All lists were then combined into an overall lexical and structural inventory.



SUMMARY/CONCLUSION:

The tools for data gathering were:

- 1. The Task Prioritization Checklist (Appendix 1)
- 2. The Task Inventory Compiled Data Form (Appendix 2)
- 3. The Observation Form (Appendix 4)
- 4. A Structural and Lexical Inventory (consisting of rough drafts of all vocabulary and structures in this MOS).

These tools were used to form the data pool from which the Job Language Requirements were determined.

SECTION II

DETERMINATION OF ENGLISH LANGUAGE SKILLS

INTRODUCTION

This section discusses the organization of the raw data into information used to determine the English language skills pertinent to this MOS.

SECTION II: DETERMINATION OF ENGLISH LANGUAGE SKILLS

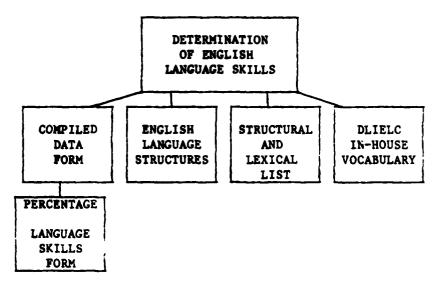


FIGURE 3

The raw data collected as described in Section II above was used to determine the English Language skills which the soldier must learn to learn and perform the task. The Compiled Data Form, Appendix 2, was used to organize the observation and analysis data. Selected information from the Task Prioritization Checklist was recorded directly on this form. Specifically three variables were used to determine the language skills involved. They were:

- 1. Methods of teaching.
- 2. Methods of testing.
- 3. The actual respondents' ratings of the four English language skills.

From each of the three variables the following skills were determined:

VARIABLE	ENGLISH LANGUAGE SKILLS
Methods of Teaching demonstration lecture hands on self-paced	listening, listening, writing listening reading, writing

Methods of Testing performance oral written

listening speaking writing, reading

Rating of English Language Skills listening speaking reading writing

*a response of 2 or 3 on a scale of 1 to 3 was tallied

a response of 1, 2, or 3 on a scale of 1 to 5 was tallied

*See Al

In order to determine the relations of the various skills in the MOS, data from the three variables were tallied on the Percentage Language Skills Form. An average was then found using the following formula:

TR + TxVxR = % of use

T = total number of tasks per cluster

V = language skill variable per cluster**

R = maximum number of respondents in any task in that cluster

TR = total tally of responses per task per skill

% of use = use of the language skill in the task

Percentages found in this MOS were:

Listening 57% Speaking 26% Reading 47% Writing 35%

As shown by the figures, <u>listening</u> is the most important skill in this MOS. However, in particular duty sections, percentages varied. Appendix 3, the Percentage Language Skills Form, shows the actual skill percentages in each duty position.

**See A3

Organization of structural and lexical items was done by comparing a structural and lexical list extracted from the Soldier's Manual with a structural inventory list extracted from ALC (American Language Center) materials through Volume 2400, at the end of which a trainee is normally qualified for Specialized English Technial Terminology training. By comparing the lists redundancies were eliminated, leaving the final list of structural and lexical items indicated by grammatical title in Appendix 5.

SUMMARY/CONCLUSION:

Organization of the data included the recording of responses on the Task Inventory Compiled Data Form, use of the Percentage Language Skills Form, and the DLIELC in-house structural analysis list. Skills were analyzed by duty section. The actual lexical items in this MOS were grouped and listed task by task. This information was then used to determine the specific Job Language Performance Requirements.

SECTION III

CLUSTERING OF COMMON AND DUTY POSITION TASKS

INTRODUCTION

Due to the overlapping of certain elements among the various MOS, tasks were clustered in order to prevent duplication of effort for each MOS.

This section contains a listing of the clusters for this MOS. CLUSTERING OF TASKS

ACCORDING TO DUTY

POSITION AND COMMON TASKS

JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERS)

JOB LANGUAGE PERFORMANCE REQUIREMENTS (ENTIRE MOS)

FIGURE 4

SECTION III: CLUSTERING OF COMMON AND DUTY POSITION TASKS

Clustering was done by using the common and duty position tasks in the Soldier's Manual.

The following clusters are in this MOS:

- 1. FIRST AID
- 2. NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS
- 3. INDIVIDUAL FITNESS
- 4. BASIC INDIVIDUAL TECHNIQUES
- 5. CAMOUFLAGE
- 6. LAND NAVIGATION
- 7. M16A1 RIFLE
- 8. SECURITY AND INTELLIGENCE
- 9. GRENADES
- 10. LEADERSHIP
- 11. DA FORMS
- 12. RADIO PROCEDURE
- 13. SWITCHBOARDS
- 14. COMMUNICATIONS TECHNICAL CONTROL CENTER
 15. LOCAL AND DISTANT PCM EQUIPMENT
 16. FOUR-WIRE CIRCUITS

SECTION IV

JOB LANGUAGE
PERFORMANCE REQUIREMENTS

INTRODUCTION

This section discusses the format for the Job Language Performance Requirements.

SECTION IV: JOB LANGUAGE PERFORMANCE REQUIREMENTS

The format for the Job Language Performance Requirements is:

TASK: CONDITION: STANDARD:

A. TASK

The Job Language Performance Requirements state the language tasks the soldier must do in studying/performing specific MOS job tasks. A task addressing language would be one of reading, listening, speaking or writing. Job tasks, as seen in the Soldier's Manual, are those which pertain to the soldiers duties. To write these as language tasks required the following explanations of what the soldier would speak, read, listen and write. Below are the kinds of explanations that had to be made in this MOS.

SPEAKING

Produces oral utterances to report/inform/explain/elicit response/respond.

Analysis of this MOS indicates verbal reports entailing those activities directly related to the soldiers job tasks.

The speaking act to respond or elicit response in this MOS is an oral response to a command or visual signal.

Speaking to explain involves situations of instruction in any training situation.

Speaking to inform involves producing oral utterances to communicate necessary information.

READING

Read for information/to learn.

Printed and written materials are used throughout this MOS. The soldier is expected to read technical manuals, fields manuals, soldier's manual, written communication and audio-visual aids. Content of these materials is presented in formats and styles ranging from simple factual words or sentences to complex passages containing highly technical vocabulary, often with ellipsis. The purpose is to teach the student, so the student reads them to learn. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to short or long term memory for immediate or later recognition.



Basically, the soldier will use these reading materials to supplement what is stated in a lecture by integrating the information from the different texts or written communiques into his understanding of the previous lecture.

The soldier must develop the ability to understand the words in context, to read in thought units, and then select and understand the main ideas. The soldier must retain, apply, and integrate these ideas with past experience to use in his MOS.

Reading to learn, then, is a synthesis. What is read is to be retained in memory for integration in new experiences.

Reading for information, on the other hand, is quite different. The read material is to be retained only in short term memory, used for a specific purpose (i.e., look up a metric equivalent of 37 pounds) and then forgotten.

LISTENING

Listen to oral information to learn/to report.

In this MOS, lecture is a main method of instruction. The lecture is often supplemented by a demonstration. The soldier listens to the lecture to learn data pertinent to the task. Analysis of lecture presentations indicated many language variables. The soldier hears sub-standard usages, various registers of style and formality, colloquialisms, even profanity, in situations ranging from a barracks to a field. The soldier must differentiate between the types of language functions. Is it expression, exchange, description, explanation, argumentation, persuasion, statement, request, or order? The oral information may be directly from the speaker and/or indirectly such as over the telephone, radio, TV, or tape. The soldier must organize and gain meaning from what is heard. Out of all these variables, the soldier must identify or infer the main ideas or major points.

Analysis of this MOS did not and could not specify all types of spontaneous language the soldier would be exposed to. The POI, though, does show the general form of the constrained oral language the soldier must listen to in order to learn the task.

B. CONDITIONS

The condition is what the soldier will be given in order to do the task. For the MOS job, the soldier is given paper, pencil, and printed materials. For language purposes, he will be given certain structural and lexical features as found through the data gathering and organizing from interviews and observations. Again, for the job that the soldier will be given, the material may be under normal working conditions, though other conditions may be added such as with or without protective gear or in darkness.

The soldier will read lists, tables, procedures, checklists or signs, and will hear scenarios, lectures, explanations, and commands. Therefore, these are listed with the Job Language Performance Requirements as possible conditions.



C. STANDARDS

The standard for our purpose is 100%. A standard for understanding or speaking cannot be tested as saying the soldier will disassemble a .45 caliber pistol in eight minutes. Because of this, 100% understandable speech or 100% legibility is used as a reference.

SUMMARY/CONCLUSION:

The Job Language Performance Requirements including tasks, conditions, and standards, were first written for each task cluster. The clusters were then combined into the Job Language Performance Requirements for the entire MOS.

JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERED)

INTRODUCTION

Sections I, II, III, and IV described how Job Language Performance Requirements were identified and constructed.

This section contains the Job Language Performance Requirements for each task cluster pertinent to this MOS.

FIRST AID

I. PERCENTAGE LANGUAGE SKILLS

Listening 88% Speaking 44% Reading 63% Writing 47%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Listen to respond

CONDITIONS:

Given a medical scenario involving simple questions

about an illness in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral utterances

TASK:

Produce oral utterances to explain

CONDITIONS:

Given a simple medical scenario requiring an oral

interpretation in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS:

100% understandable oral communication

TASK:

Produce appropriate oral responses spontaneously or upon

request

CONDITIONS:

Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation (Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read for information

CONDITIONS:

Given printed MOS training materials in the form of cap-

tioned illustrations, procedures, tables and explanations

STANDARDS:

100% understanding of printed content

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials, captioned illustra-

tions, procedures and references

STANDARDS:

100% understanding of printed content

TASK:

Write to record and report

CONDITIONS:

Given the requirement to complete forms and make written

reports

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

081-831-1001	Perform Mouth-to-Mouth Resuscitation
081-831-1002	Perform Cardiopulmonary Resuscitation - CPR
081-831-1004	Apply First Aid Measures to Stop Bleeding
081-831-1005	Administer First Aid to Prevent Shock
081-831-1006	Immobilize a Suspected Fracture
081-831-1007	Administer First Aid for Burns
081-831-1008	Administer First Aid for Heat Injuries
081-831-1009	Administer First Aid for Wet or Cold Injuries

MUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS

I. PERCENTAGE LANGUAGE SKILLS

Listening 84%
Speaking 30%
Reading 87%
Writing 65%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Listen to perform

CONDITIONS: Given oral warnings regarding simulated NBC situations

(scenarios) in any training situation (Appendix 4), using standard and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS: 100% understanding of oral utterances

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation (Appendix 4), using standard and non-standard struc-

tural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given NBC situations requiring oral alarms

STANDARDS: 100% understandable oral utterances

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of pro-

cedures, captioned illustrations and notations defined as

explanations

STANDARDS: 100% understanding of printed material

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of pro-

cedures, captioned illustrations, warnings and references

STANDARDS: 100% understanding of printed content

TASK: Write to record and report

CONDITIONS: Given a requirement to produce a written report

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

031-503-1001	Perform Operator's Maintenance on an M17 Series Protective Mask
031-503-1002	Put on and Wear a Protective Mask
031-503-1004	Recognize and Protect Self Against a CB Hazard
031-503-1005	Recognize and Protect Self Against a Nuclear Hazard
031-503-1009	Satisfy Personal Needs in a Chemical Environment

INDIVIDUAL FITNESS

I. PERCENTAGE LANGUAGE SKILLS

Listening 87%
Speaking 33%
Reading 33%
Writing 8%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any training

situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

natios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances to inform and respond

CONDITIONS: Given a requirement to make a verbal report in any train-

ing situation (Appendix 4), using standard and non-

standard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of pro-

cedures, charts, captioned illustrations and explanations

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

071-327-0201 Maintain an Appropriate Level of Physical Fitness

(Male Only)

071-327-0210 Maintain an Appropriate Level of Physical Fitness

(Female Only)

071-327-0202 Lead Physical Conditioning Activities

BASIC INDIVIDUAL TECHNIQUES

1. PERCENTAGE LANGUAGE SKILLS

Listening 100% Speaking 50% Reading 67% Writing 50%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any

training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices

5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of cap-

tioned illustrations, procedures and references

STANDARDS: 100% understanding of printed content

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of war-

nings, procedures, definitions, captioned illustrations

and references

STANDARDS: 100% understanding of printed content

TASK: Write to record

CONDITIONS: Given a requirement to produce a written report

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

071-331-0852 Clear Fields of Fire

CAMOUFLAGE

I. PERCENTAGE LANGUAGE SKILLS

Listening 100% Speaking 0% Reading 67% Writing 50%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of cap-

tioned illustrations, procedures and references

STANDARDS: 100% understanding of printed content

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of war-

nings, procedures, definitions, captioned illustrations

and references

STANDARDS: 100% understanding of printed content

TASK: Write to record

CONDITIONS: Given a requirement to produce a written report STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

051-202-1001 Camouflage/Conceal Self and Individual Equipment

051-202-1002 Camouflage/Conceal Equipment

051-202-1003 Camouflage/Conceal Defensive Positions

LAND NAVIGATION

I. PERCENTAGE LANGUAGE SKILLS

Listening 100% Speaking 50% Reading 70% Writing 53%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn and perform

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or upon

request

CONDITIONS:

Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Produce oral utterances to inform and respond

CONDITIONS:

Given a requirement to make a verbal report in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral utterances

TASK:

Read for information

CONDITIONS:

Given printed MOS training materials in the form of

marked maps, definitions, captioned illustrations, in-

structions and procedures

STANDARDS:

100% understanding of printed content

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of pro-

cedures, captioned illustrations and explanations

STANDARDS:

100% understanding of printed content

TASK:

Write to record

CONDITIONS:

Given a requirement to record the grid reference

STANDARDS:

100% legible written content

III. TASK NUMBERS AND TITLES

	071-329-1001	Identify Terrain Features (Natural and Manmade) on the
	0/1-329-1001	Map
	071-329-1002	Determine the Grid Coordinates of a Point on a Military
		Map Using the Military Grid Reference System
-	071-329-1004	Determine the Elevation of a Point on the Ground Using a Map
	071-329-1005	Determine a Location on the Ground by Terrain
-		Association
	071-329-1006	Navigate From One Position on the Ground to Another Point
	071-329-1007	Determine Distance While Moving Between Two Points on the Ground
	071-329-1008	Measure Distance on a Map
	071-329-1010	Determine Azimuths Using a Coordinate Scale and Pro- tractor
	071-329-1012	Orient a Map to the Ground by Map Terrain Association

MIGAI RIFLE

I. PERCENTAGE LANGUAGE SKILLS

Listening 802 Speaking 02 Reading 532 Writing 402

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Liste

Listen to learn and perform

CONDITIONS:

Given oral instructions or verbal commands in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce appropriate oral responses spontaneously or upon

request

CONDITIONS:

Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of pro-

cedures, captioned illustrations, warnings and refer-

ences

STANDARDS:

100% understanding of printed content

TASK:

Write to record and report

CONDITIONS:

Given the requirement to complete forms and make written

reports

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

071-311-2001 Perform Operator Maintenance on an M16Al Rifle, Magazine

and Ammunition

071-311-2003 Load, Reduce a Stoppage, and Clear an M16Al Rifle

071-311-2004 Battlesight Zero an MI6Al Rifle

071-311-2007 Qualify With the M16Al Rifle

071-311-2006 Use Limited Visibility Firing Techniques With the M16A1

Rifle

V-11-31N

SECURITY AND INTELLIGENCE

I. PERCENTAGE LANGUAGE SKILLS

Listening 607 50% Speaking 40% Reading 30% Writing

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Listen to orally interact

CONDITIONS . Given oral challenges, passwords and scenarios in any

training situation (Appendix 4), using standard and nonstandard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

Produce spontaneous oral utterances to interact

Given the requirement to orally respond to challenges, CONDITIONS:

passwords and security situations in any training

situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

Read to learn

CONDITIONS: Given printed MOS training materials in the form of pro-

cedures, tables and warnings

STANDARDS: 100% understanding of printed content

TASK: Write to record and report

CONDITIONS: Given the requirement to complete forms and make written

reports

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

071-331-0801 071-331-0822	Use Challenge and Password Perform Duties as a Sentinel of the Guard (Interior)
121-004-1417	Receipt/Control Classified Material
121-004-1418 071-331-0807	Transfer Classified Material Enforce Noise, Light, and Litter Discipline

GRENADES

I. PERCENTAGE LANGUAGE SKILLS

Listening 0% Speaking 0% Reading 0% Writing 0%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions or verbal commands in any train-

ing situation (Appendix 4), using standard and non-

standard structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Listen for information

CONDITIONS: Given oral instructions to perform task specific assign-

ments in any training situation (Appendix 4), using stan-

dard and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Read to lear

CONDITIONS: Given printed MOS training materials in the form of war-

nings, procedures, definitions, captioned illustrations

and references

STANDARDS: 100% understanding of printed content

III. TASK NUMBERS AND TITLES

071-325-4402 Engage Enemy Targets With Hand Grenades

LEADERSHIP

I. PERCENTAGE LANGUAGE SKILLS

Listening 21%
Speaking 17%
Reading 30%
Writing 25%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to orally interact

CONDITIONS: Given a class of students interacting in any training

situation (Appendix 4), using standard and non-standard

structural and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral communication

TASK: Produce oral utterances to interact

CONDITIONS: Given situations requiring inspections, supervision and

counseling in any training situation (Appendix 4), using standard and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read for information

CONDITIONS: Given printed MOS training materials in the form of re-

ferences, manuals, explanations and procedures

STANDARDS: 100% understanding of printed content

TASK: Write to inform and record

CONDITIONS: Given deficiencies and the assignment to complete DA

forms

STANDARDS: 100% legible written communication

III. TASK NUMBERS AND TITLES

071-328-5301 Inspect Personnel/Equipment

071-328-5302 Supervise Maintenance on Individual and TOE Equipment

071-328-5304 Enforce Preventive Medicine Program (Include Personal

Hygiene)

121-303-2501 Prepare the Rater's Section of an Enlisted Evaluation

Report (EER)

113-623-7046 Counsel Subordinate Personnel

847-896-2020 Conduct Individual Training

113-616-7011 Check Performance Monitoring Procedures (PMP)

113-616-3009 Perform Performance Monitoring Procedures

113-608-4010 Implement Telecommunications Service Order (TSO), DA

Form 4621-R

113-608-4011 Implement Circuit Routing List

113-616-7001 Check Testing of Local Cables/Wire Lines

V-15-31N

DA FORMS

I. PERCENTAGE LANGUAGE SKILLS

Listening 32% Speaking 21% Reading 48% Writing 39%

-II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen for information

CONDITIONS: Given oral instructions to perform task specific assign-

ments in any training situation (Appendix 4), using stan-

dard and non-standard structural and lexical items

(Appendices 5 & 7)

STANDARDS: 100% understanding of oral information

TASK: Read for information

CONDITIONS: Given printed MOS training materials and designated forms

STANDARDS: 100% understanding of printed content

TASK: Write to record and report

CONDITIONS: Given a requirement to complete communication forms and

logs

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

Prepare Equipment Inspection and Maintenance Worksheet 113-623-3001 (DA Form 2404) 113-623-3011 Prepare Exchange Tag, DA Form 2402 113-623-3003 Prepare Maintenance Request (DA Form 2407) 113-623-7001 Check Preparation of Equipment Inspection and Maintenance Worksheet, DA Form 2404 Check Preparation of Exchange Tag, DA Form 2402 113-623-7002 113-623-7003 Check Preparation of Maintenance Request Form, DA Form 2407 113-623-3004 Prepare Preventive Maintenance Schedule and Record, DA Form 314 113-608-4002 Prepare System and Circuit Status Record (Card-2) 113-608-4003 Prepare System and Circuit Status Record (DA Form 4623-R, Card-1)

113-608-4004 Prepare C-E Trouble Record (DA Form 4617-R)

113-608-7002 Check Preparation of System and Circuit Status Records

(DA Form 4623-R)

113-608-7003 Check Preparation of C-E Trouble Record (DA Form 4617-R)

V-16-31N

RADIO PROCEDURE

I. PERCENTAGE LANGUAGE SKILLS

Listening 0%
Speaking 0%
Reading 0%
Writing 0%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn and perform

CONDITIONS:

Given oral instructions and a brief oral message

including prowords in any training situation (Appendix 4), using standard and non-standard structural and lexi-

cal items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral information

TASK:

Produce oral utterances over radiotelephone

CONDITIONS:

Given the requirement to orally communicate using the phonetic alphabet in any training situation (Appendix 4),

using standard and non-standard structural and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral utterances

TASK:

Produce appropriate oral responses spontaneously or upon

request

CONDITIONS:

Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral responses

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of in-

structions, captioned illustrations and sample messages

using prowords

STANDARDS:

100% understanding of printed content

III. TASK NUMBERS AND TITLES

113-571-1001 Use Correct Procedures to Transmit or Receive a Radio

Message

113-571-1005 Send or Receive a Radiotelephone Message

SWITCHBOARDS

I. PERCENTAGE LANGUAGE SKILLS

Listening 437
Speaking 347
Reading 547
Writing 417

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn

CONDITIONS: Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral utterances

TASK: Produce oral utterances over radiotelephone

CONDITIONS: Given the requirement to orally communicate using the pho-

netic alphabet in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of in-

structions, captioned illustrations and sample messages

using prowords

STANDARDS: 100% understanding of printed content

TASK: Write to record and report

CONDITIONS: Given a requirement to complete communication forms and

logs

STANDARDS: 1007 understandable and legible written content

III. TASK NUMBERS AND TITLES

113-616-3003 Test Local Automatic Switchboard Circuit

113-616-7003 Check Testing of Local Automatic Switchboards

COMMUNICATIONS TECHNICAL CONTROL CENTER

I. PERCENTAGE LANGUAGE SKILLS

Listening 50% Speaking 30% Reading 57% Writing 38%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions and a brief oral message

including prowords in any training situation (Appendix 4), using standard and non-standard structural and lexi-

cal items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)
STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances over radiotelephone

CONDITIONS: Given the requirement to orally communicate using the

phonetic alphabet in any training situation (Appendix 4), using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of

instructions, captioned illustrations and sample messages

using prowords

STANDARDS: 100% understanding of printed content

TASK: Write to record and report

CONDITIONS: Given a requirement to complete communication forms and

logs

STANDARDS: 100% understandable and legible written content

III. TASK NUMBERS AND TITLES

113-602-1004 Install Communications Technical Control Center AN/TSQ-84

V-19-31N

113-602-2004	Perform Preoperational Checks of Telephone and Teletype Control Center AN/TSQ-84
113-602-2005	Perform Preoperational Checks of Test Equipment in the Communications Technical Control Center AN/TSQ-84
113-602-0003	Troubleshoot Circuits Utilizing Communications Technical Control Center AN/TSQ-84
113-602-2006	Connect Hybrid Patch Panel in the AN/TSQ-84
113-602-2007	Check Loop Equipment Connected to Communications Technical Control Center AN/TSQ-84
113-602-2008	Check Line Equipment Connected to Communications Technical Control Center AN/TSQ-84
113-602-2009	Route/Reroute 2-Wire/4-Wire Circuits Utilizing Communications Technical Control Center AN/TSQ-84
113-602-2010	Monitor Circuits Utilizing Communications Technical Control Center AN/TSQ-84
113-602-2011	Use Conditioning Equipment in the Communications Technical Control Center AN/TSQ-84
113-602-3016	Perform Preventive Maintenance on Communications Technical Control Center AN/TSQ-84
113-602-3015	Test Patch Cords Using AN/USM-181

LOCAL AND DISTANT PCM EQUIPMENT

I. PERCENTAGE LANGUAGE SKILLS

Listening 36% Speaking 25% Reading 42% Writing 36%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:

Listen to learn

CONDITIONS:

Given oral instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understanding of oral communication

TASK:

Produce oral utterances over radiotelephone

CONDITIONS:

Given the requirement to orally communicate using the phonetic alphabet in any training situation (Appendix 4),

using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS:

100% understandable oral utterances

TASK:

Produce appropriate oral responses spontaneously or upon

request

CONDITIONS:

Given any verbal stimulus in the form of questions, sce-

narios or instructions in any training situation

(Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS:

100% understandable oral responses

TASK:

Read to learn

CONDITIONS:

Given printed MOS training materials in the form of

instructions, captioned illustrations and sample messages

using prowords

STANDARDS:

100% understanding of printed content

TASK:

Write to record and report

CONDITIONS:

Given a requirement to complete communication forms and

logs

STANDARDS:

100% understandable and legible written content

III. TASK NUMBERS AND TITLES

113-616-3007

Test Local and Distant PCM Equipment

113-616-7007

Check Testing of Local and Distant PCM Equipment

FOUR-WIRE CIRCUITS

1. PERCENTAGE LANGUAGE SKILLS

Listening 38% Speaking 32% Reading 44% Writing 32%

II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform

CONDITIONS: Given oral instructions and a brief oral message

including prowords in any training situation (Appendix 4), using standard and non-standard structural and lexi-

cal items (Appendices 5 & 7)

STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously or upon

request

CONDITIONS: Given any verbal stimulus in the form of questions,

scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural

and lexical items (Appendices 5 & 7)

STANDARDS: 100% understandable oral responses

TASK: Produce oral utterances over radiotelephone

CONDITIONS: Given the requirement to orally communicate using the

phonetic alphabet in any training situation (Appendix 4),

using standard and non-standard structural and lexical

items (Appendices 5 & 7)

STANDARDS: 100% understandable oral utterances

TASK: Read to learn

CONDITIONS: Given printed MOS training materials in the form of in-

structions, captioned illustrations and sample messages

using prowords

STANDARDS: 100% understanding of printed content

TASK: Write to record and report

COMDITIONS: Given a requirement to complete communication forms and

logs

STANDARDS: 100% understandable and legible written content

111. TASK NUMBERS AND TITLES

113-616-3004 Test 4-Wire TA-341/TT Telephone Sets and Circuits

113-616-3005 Test 4-Wire Circuits to CV-1919 Telephone Converter

113-616-3006 Test 4-Wire Circuits to Telecommunications Center and

Data Terminal

113-616-7004 Check Testing of 4-Wire TA-341/TT Telephone-Sets and

Circuits

113-616-7005 Check Testing of 4-Wire Circuits to CV-1919 Telephone

Converters

113-616-7006 Check Testing of 4-Wire Circuits to Telecommunications Center

SECTION VI

JOB LANGUAGE PERFORMANCE REQUIREMENTS (Entire MOS)

INTRODUCTION

This section contains language tasks for each generic skill for this MOS. Listed below each task are the types of receptive or productive language activity involved.

VI-1

LISTENING

TASK: Understand oral language intended to inform or instruct:

CONDITIONS: Given explanations, procedures, rules, instructions or

definitions in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding and assimilation of presented oral language

task.

The following are specific conditions found in this language task: Warnings

Described situations
Directions
Lectures
Commands, Orders
Sound tracks (films, tapes)

Standard/Non-standard English Instructions
SQT questions

TASK: Understand spontaneous oral language or language via a technical

medium - such as a radio telephone - intended to inform and

elicit responses.

CONDITIONS: Given scenarios, questions, commands or requests in simple to

complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5, & 6)

STANDARDS: 100% understanding and assimilation of oral language in order

to apply and respond.

The following are specific conditions found in this language task:

Shouting Radio communications

Coded messages Spellings

Conversation

Requests

SPEAKING

TASK: Formulate and produce appropriate oral responses spontaneously.

CONDITIONS: Given any verbal stimulus in the form of questions, scenarios,

instructions, or cues in any training situation.

(Appendices 5 & 6)

STANDARDS: 100% understandable oral response using correct lexicon and

syntax for the training situation.

The following are specific conditions found in the language task:

Explanations
Statements
Repetitions
Counting
Corrections
Assignments
Notifications
Oral reports
Answers
Clarifications

Information

TASK: Produce oral utterances to interact and communicate spontaneously

or via a technical medium such as radio telephone.

CONDITIONS: Given a communicative situation (Appendices 4, 5, & 6

Soldier's Manual) in any training situation.

STANDARDS: 100% understandable communication using correct lexicon and

syntax for the communication act.

The following are specific conditions found in this language task:

Requesting information
Requesting permission
Transmitting messages
Call signs
Vocal signals
Shout warnings
Radio communications
Target locations
Directions (N,S,E,W)
Directions, general
Requests for fire
Report on the results of fire
Challenges/Passwords
Training sessions
Interaction

READING

TASK: Read MOS training in the form of printed prose or graphic

representations in order to learn processes, concepts, vocabulary, definitions and identifications, to calculate

problems, intercept codes and complete forms.

CONDITIONS: Given technical, non-technical, lexical and structural features

in simple to complex printed form in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding of printed content.

The following are specific conditions found in this language task: Captions with illustrations.

Lists Extracts
Procedures Columns
Information Indices

Information Indices
Definitions Charts
Outlines Methods

Signs Technical Vocabulary

Markers Standard Operating Procedures

References Cartoons
Rules Problems
Maps Manuals

Flags Graphic Training Aids

Military Documents

I.D. Papers Regulations

TASK: Identify, understand, and interpret written utterances pertinent

to MOS training in technical or non-technical language.

CONDITIONS: Given technical, non-technical, lexical and structural features

in simple to complex written form in any training situation.

(Appendices 4, 5 & 6)

STANDARDS: 100% understanding of written content.

The following are specific conditions found in this language task:

Lists Information

Descriptions

Radiation readings off dosimeter

Coordinate scales Callsigns-suffices Three-letter codes

Examples Calculations Markings

Radio communications

Range cards Notes Messages

VI-5

WRITING

TASK: Upon instruction, write in conventional orthography, letter,

numbers, words or sentences appropriate to the training

situation.

CONDITIONS: Given standardized forms, paper or answer sheets and the

instructions to list, answer, describe or recall.

STANDARDS: 100% syntactical and lexical correctness and legibility of

writing which is also appropriate in style and usage to training

situations. (Appendix 4)

The following are specific conditions found in this language task:

Ratings
Signatures
Range cards
Data symbols
Answers
Descriptions
Notes
Reports

TASK: Write, in conventional orthography, letters, or specialized code,

numbers, words or sentences in order to transmit or record

information.

CONDITIONS: Given standardized forms or paper and oral communication.

STANDARDS: 100% syntactical and lexical correctness of writing which can

be read by another speaker of English.

The following are specific conditions found in this language task:

Technical forms

Codes

Grid coordinates

Decoded messages

Encoded messages

Logbooks

Plottings

Figures

Reports

Tags

Range cards

Applicable DA forms

APPENDICES

- Task Prioritization Checklist
 Task Inventory Compiled Data Forms
- 3. Percentage Language Skills
- 4. Observation Form
- 5. Structural/Lexical list
- 6. Vocabulary (DLIELC in-house)
- 7. Vocabulary (machine-generated)
- 8. English Language Structures

APPENDIX 1

TASK PRIORITIZATION CHECKLIST

This Checklist was approved by the Department of the Army in 1980.

	YOUR CURRENT MOS; (PRESENTLY MORKING IN) MOS IN WHICH YOU WERE TRAINED; POSITION; UNIT;
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	HOW POUNT TESTED? PERFORM RESULTS DANGER

APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

This form was used to record data from the Task Prioritization Checklist.

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METHODS OF TESTING	written oral performance	
METHODS OF TEACHING	self-paced hands-on semonstration lecture	
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CRITICALITY	danger to person or equipment importance	य के ते 1 11 (1 1 कि कि कि के 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
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APPENDIX 3

PERCENTAGE LANGUAGE SKILLS

This appendix contains the computations for the percentages of listening, speaking, reading and writing involved in each cluster.

Some clusters have two sets of computations because some Task Prioritization Forms were received after original computations and had to be added on.

PERCENTAGE LANGUAGE SKILLS NOS 3/J

<u>.</u>	FURMULA	LISTENING	SPEAK ING	DING	WRITING
ster cluster	*	-demonstration	-oral (test)	-seli-paced	-lecture
clust		-lecture	-rating (scale)	-written (test)	-self-paced
he 'c	(T) (V) (R)	-hands-on		-rating (scale)	-written (test)
in the k in))	-performance			-rating (scale)
es in task	1 .	(test)			desing (serie)
variables in the cluster r in any task in that clus	E.	-rating (scale)	•		
cer Ser	Cluster	5 = 100%	2 = 100%	3 - 100%	4 = 100%
cs to v cluster ndents	FIRIT AID	8×5×1=40	8 x 2 x 1 = 16	8x3x1= 24	8x4x1= 32
number of respons of tasks in the s number of respo	071-83/-1001-2 1004-9	7 7 7 7 40/35.000	7 0 16/7,000	7 7 7 15 24(15,000	7 1 7 0 15 32/15.00
total number varir maxi		88%	44 %	6390	47%
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 + > ×	131- 503- 1001-2 1004-5 1009	5 4 2 21 25 21,000	3 0 000 000	15/13.000	5 3) 13 20/1? 22:
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PERCENTAGE LANGUAGE SKILLS NOS 31~

;	FORMULA	LISTENING	SPEAKING	8 DING	WRIT	
	*	-demonstration	-oral (test)	-self-paced	-lecture	
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	(6)	-hands-on		-rating (scale)	-written (test)	
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	+ ~	(test)				
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C	NAUGATION 071-329-1001-2 1201-7 1010 1012	9 9 1,00	9 500	19 9 19 27/19:112	9 21/19,700	
		100%	50%	70 0	53%	
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TR = total number of responses to variables in the cluster
T = number of tasks in the cluster
V = variables
R = maximum number of respondents in any task in that clust

PERCENTAGE LANGUAGE SKILLS MOS 314

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	FORMULA	LISTENING	SPEAKING	; \DING	WRITING	
the cluster in that clust.	*	-demonstration	-oral (test)	-sel:-paced	-lecture	
clus		-lecture	-rating (scale)	-written (test)	-self-paced	
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s in task	1 (1	-performance			-rating (scale)	
les ta	1 4	(test)				
variables r in any ta		-rating (scale)	•			
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PERCENTAGE LANGUAGE SKILLS MOS 31~

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	=	-lecture	-rating (scale)	-written (test)	-self-paced .	
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s in task	(£)	-performance (test)			-rating (scale)	
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PERCENTAGE LANGUAGE SKILLS NOS 314

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number variat	ž E		43%	34%	54%	41%
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PERCENTAGE LANGUAGE SKILLS MOS 3/~

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APPENDIX 4

OBSERVATION FORMS

The attached forms were taken to the actual training where observers recorded actual training situations and language used in the training. These forms were used to indicate the CONDITIONS for the Job Language Performance Requirements in this MOS.

Moie of Response

- Manipulating a piece of equipment/devic
- Answers (spoken written)
- Signals
- D. Performance
- Taking Notes
- F. Teamwork
- G. Other

Comments:

Transparencies Tape cassettes

Signs/Notices P.A. System

Normal Voice

Chalkboard

Other

numents:

Soldier's Manual

Training Publications (required/available)

- instructor, or -to-one/class
- Prer/ond-to-one

tructional Ratio

Group or Comulttee Group (group of Instructors of whom one teaches one portion of the who

- Small (12 or less)
- Large (more that 12)
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- The or gifting as

APPENDIX 5

STRUCTURAL/LEXICAL LIST

Attached is the list of structural and lexical items for this MOS. (For discussion, see Section II)

STRUCTURAL ITEMS

SENTENCE PATTERNS

SIMPLE: One subject and one predicate

- Subject and action verb Firer aims.
- 2. Subject and action verb and direct/indirect object Many things cause burns.
- 3. Subject and linking verb and subjective complement This is very important.

COMPOUND: Two or more sentences joined by:

1. Coordinating conjunction

Explain the task and ask the trainees if they understand the task, and the conditions they are expected to perform at the end of the session, the conditions under which they must operate, and the standard they must achieve.

2. Conjunctive adverb

Do not start or stop the vehicle while the radio is on or you may damage the set.

3. Semicolon

A light pressure is exerted on the driving spring when the bolt is forward; however, never attempt to cock the gun while the backplate is off and the driving spring assembly is in place.

COMPLEX: One or more dependent clauses

1. Adjectival (functions as an adjective by modifying nouns and pronouns)

At the bottom of the map you will find three different bar scales which will help you to change map distance to miles, meters, or yards.

- 2. Adverbial (functions as an adverb by modifying verbs, adjectives, and other adverbs) The mouth-to-nose method is performed in the same way except you blow into his nose while you pinch his lips closed with one hand.
- 3. Noun (functions as a noun) The person who is performing artificial respiration quickly blows into the casualty's lungs after each five compressions.

SENTENCE TYPES

1. INTERROGATIVE

(do, does, modal, wh-, tag, inverted) But what about the other 15 meters? Ask, "What is there?"

2. DECLARATIVE

Classified information will not be discussed over the telephone.

3. EXCLAMATORY

HALT!

4. IMPERATIVE

Issue the challenge in a soft voice and wait for the (requests, commands, second person (singular/plural, negative/affirmative), First and second person (let's)) stranger to reply with the correct password.

5. ELLIPSIS:

Split the bracket until fire for effect is possible. Most common type of ellipsis--subject deleted

6. FRAGMENT

Movement to occupy a position. All other parts.

ADVERBIAL CLAUSES

1. PURPOSES

Training must be conducted so that at least 80% of the students can accomplish the task trained to the standards specified for the task.

2. CONTRAST

Although natural terrain features are likely not to change and make good reference points to orient a map, you may also use manmade features such as roads, bridges, etc., to orient your map.

3. COMPARISON

Place suitable material under him as well as over him if necessary.

4. RESULT

Blending is the use of camouflage materials on, over, and around an object so that it appears to be part of the background.

V

5. MANNER

Take deep breath and place mouth around soldier's mouth; then blow forcefully as you observe his chest.

6. TIME

When you have to go a certain distance on foot without any landmarks to guide you, you can measure distance pretty accurately by counting your paces.

Split the bracket until fire for effect is possible.

7. PLACE

Loosen clothing at neck, waist, and other places where it tends to bind.

8. CAUSE

Be careful not to depress the trigger, since this will cause the firing pin to be relessed.

9. ADVERSATIVE

The casualty has no fractures, but has a bleeding wound.

10. CONDITION

If it isn't, your rifle can still fire, but it could possibly explode, causing you harm.

PHRASES

1. GERUND

(upon) Hearing the correct password, give permission to pass if you have no other reasons to doubt.

2. PARTICIPIAL

Using a straightedge draw a line between the two objects.

3. INFINITIVE

To camouflage exposed skin paint the shiny areas with a dark color.

4. PREPOSITIONAL

<u>Under</u> certain light conditions, front sight ports can be seen, but you can't determine whether you are looking through, above, or to the side of the rear sight aperture.

LEXICAL ITEMS

ADJECTIVALS

"rifle bore cleaner"
"waste material"
"burning residue"
"semi-fixed ammunition"
"extracting/loading ammunition"
"firing hammer"
"four life-saving steps"
"chest/heart massage"
"tourniquet material"
"field material"
"field condition"
"mouth-to-mouth resuscitation"

ADJECTIVES

1. WORD + ABLE

AVAILABLE

- 2. COMPARATIVES
 Threat main tanks are smaller than the US main battle tanks.
- 3. SUPERLATIVES

 The most dangerous targets are those that see you, have the capability of killing you, and appear to be preparing to engage you.

PRONOUNS

- INDEFINITE
 Have someone walk the FDL (if enemy situation permits), and determine dead space (sections of FDL where individual drops below line of sight).
- 2. POSSESSIVE
 Shake his shoulder and shout, "Are you OK.?".
- 3. SUBJECTIVE
 This will give you correct nomenclature.
- 4. OBJECTIVE

 It will also give you the correct functioning.
- 5. REFLEXIVE Keep yourself clear of the muzzle.



VERBS

1. VERB TENSES

Make sure you clearly understand the task you are to teach.

- --You will be tested.
- -- If they elect to take it, they must complete the test once they have begun the first event or else they will receive a NO GO for the entire test.
- -- If the soldier is breathing, mouth-to-mouth resuscitation is not necessary.
- --When all 10 pebbles have been moved to the left pocket, you have traveled one kilometer.
- -- Have someone walk the FDL and determine dead space.
- -- Sensing is an instantaneous determination by the grenadier as to where the grenade exploded.

present progressive verb present verb (uninflected, third person, indicative) past tense (regular/irregular) present perfect future

2. TYPES

intransitive (You) train for results.

transitive Mask the casualty.

linking
The skin becomes inflamed.

3. VOICE

active

recognize	appear
protect	seek
is facing	secure
remove	wear
explode	mask
sounds	stored
points out	do require
seen	could affect

has
must be
wipe
rinse
put brush
empty
reassemble
reinstall

passive

given
is protected
is sprayed

are alerted are reported have been corrected are authorized be corrected

passive+verb+ing
"task will be performed
using procedures"
modal+passive voice
"can be determined"
modal+negative+passive
"must not be eliminated"

4. MODALS

You must demonstrate, once every 6 months, that you can meet or exceed the minimum level of physical fitness required of each member of your unit in accordance with the standards contained in AR 600-9.

Personnel over the age of 40 may elect not to take the APFT. The pulse should be found in the soft area between the Adam's apple and the large muscle on the side of the neck.

Injury or death could result.

During surveillance the operator will have to adjust the range focus to get a sharp image at different ranges.

"might have to be placed"
"be"
"will be given"
"should be"
"must"
"must be"
"can"
"can be"
"may be"
"should no: be"

5. AUXILLIARIES

(do, does, negative)

Do not zero in under 100 meters.

If the round does not fall within 5 meters of target, zeroing procedures are called for.



GERUNDS

Sensing is an instantaneous determination by the grenadier as to where the grenade explodes with respect to the target.

INFINITIVES

To fire, hold the MI6Al in the rest with your right shoulder firmly against the weapon's butt plate.

ADVERBS +

1. SUPERLATIVE

When such a line of fire exists, the primary sector will be assigned, based on it, with the FDL being the sector limit closest to the friendly troops.

2. INDEFINITE

The launcher has a heavy coat of oil on working parts, and a light coat of oil elsewhere.

3. FREQUENCY

Apply a little graphite grease to the threads of the antenna section for easy removal and to prevent the sections from seizing if they have been rarely removed.

4. OTHER

Assembly procedure for the grenade launcher $\underline{\text{merely}}$ reverses disassembly steps.

5. COMPARATIVE

The care, cleaning, lubrication and adjustment of the mount used with the gun are \underline{no} less important.

VERBS AND PREPOSITIONS

Line up the key in the receptacle with the slot in the cable connector.

VERBS AND ADVERB (particles)

Put on the protective mask within nine seconds of the chemical alarm and remain in the contaminated area for at least two minutes without making further adjustments to the mask.

APPENDIX 6

VOCABULARY (DLIELC IN-HOUSE)

The following vocabulary list was extracted from the Soldier's Manual task by task and then categorized into GENERAL, BASIC AND TECHNICAL vocabulary.

NOT APPLICABLE

REF: On 15 MAY 1981 agreement between TRADOC and DLIELC was reached that DLIELC In-House Vocabulary would not be produced for this MOS.

APPENDIX 7

Appendix 7 is the machine-generated vocabulary list. It was not useful for our purposes. It is included as a vocabulary reference.

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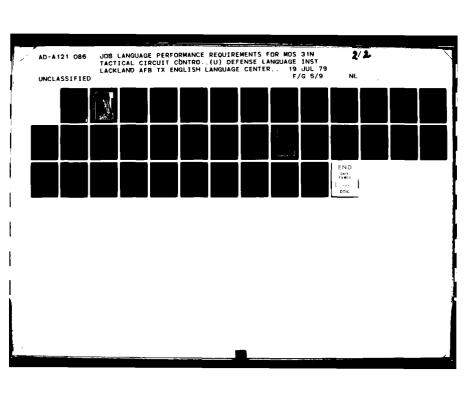
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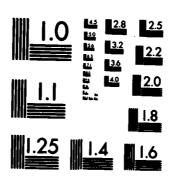
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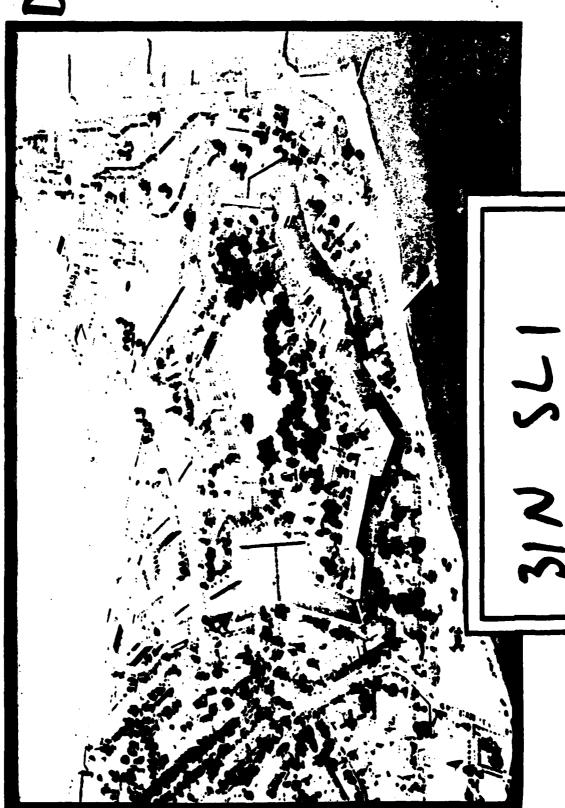
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UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

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PREPARED BY: OPERATIONS DIV, DPFO

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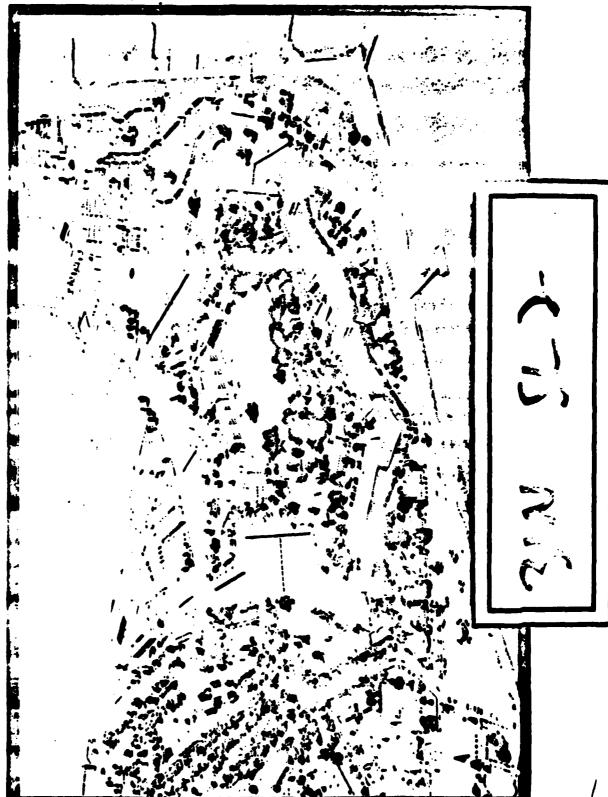
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1920   1921   1921   1921   1921   1922   1923   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924   1924	C in the second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second second	~ 1												
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11.6.2   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116.3   116		27.2												
10.2   10.3   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   2.1   10.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1   3.1	P	~ :												
10.2   10.2   10.3   10.4   3.1   2.1   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10.4   10		= ;												•
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10   10   10   10   10   10   10   10	S150 F	\$1.1	-											
1.50   12.7   13.1   3.1   2.1   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.2   15.3   15.2   15.2   15.3   15.2   15.3   15.2   15.3   15.2   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15.3   15								:						
1.50   1207   1304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   304   3	ing (			•	•	,								
1.   27.1   1.   1.   1.   1.   1.   1.   1.	9 i i i i i i i i i i i i i i i i i i i			13.1	3.1	7.1								
11.2   12.4   21.1   22.1   12.2   21.1   12.2   21.1   12.2   21.1   12.2   21.1   12.2   21.1   12.2   21.1   12.2   21.1   23.1   21.1   23.1   21.1   23.1   21.1   23.1   21.1   23.1   21.1   23.1   21.1   23.1   21.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1   23.1														
112-5   112-1   124-1   21-1   21-1   12-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1	200	-												
115-1154-1   21-1   21-1   21-1   21-1   21-1   12-1   21-1   21-1   12-1   21-1   21-1   12-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   21-1   2	1.77.11.11	112.5												
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7.1.   12.5   7.2   1.   11.0.2   150.4   1.10.4   31.7   2.   4.   11.0.2   150.4   1.10.4   31.7   2.   4.   4.   4.   4.   4.   4.   4.					23.1	21,1	15.1							
1203   702   30   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   1004   100	>	7.:.											٠	
		120		<b>:</b>	11, ,2	1:0:1	• · · · •	3: • ~	<b></b>		-			
1   1   1   1   1   1   1   1   1   1													٠.	
1.6+1   1.3   1.5+1   1.5+3   7+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1   1.5+1		-;												
	1.7.1.1	1.9.1	1.3											
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23-1 4-1 112-1 113-1 3-4 1-5 112-1 113-7 139-8 31-3 27-4 21-1 12-35 11-2 5-2 4-1	1.1	112. 3	11: ,2	21.12	3.5	2,1	1.1	•					•	
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# APPENDIX 8

# ENGLISH LANGUAGE STRUCTURES AND LEXICON

The following list is included as an addition to the structural and lexical list. These structures and lexical items are very basic.
(See Section II for discussion.)

## LIST OF LEXICAL AND STRUCTURAL ITEMS FOR ENGLISH LANGUAGE STRUCTURES

## Sentences:

A. Declarative statement

B. Interrogative question

1. wh- questions

2. tag questions

3. yes/no questions

C. Imperative command, polite request

D. Exclamatory exclamation

## Sentence Complexity:

A. Simple

B. Compound

two or more independent clauses joined by:

1. punctuation

2. punctuation and conjunctive adverb

3. coordinate conjunction

one or more dependent clauses and an independent clause

D. Compound-Complex

two or more independent clauses and one or more dependent clauses

#### Verbs:

A. Concord subject-verb agreement B. Transitive takes an object C. Intransitive doesn't take an object D. Copula to be E. Linking connectors F. Auxiliaries of tense will, do, did G. Auxiliaries of should, ought to, must to, have to, modality have got to, able to, can, may, might, could, would H. Tense present, past I. Aspect perfect, progressive

## Verbal Forms:

A. Present Participle active voice
B. Past Participle passive voice

2. agent not expressed

#### Voice:

A. Active subject does action
B. Passive subject does not do action
1. agent expressed

#### Nouns:

A. Singular man, pen
B. Plural men, pens
C. Count chairs
D. Mass flour
E. Possessive soldier's
F. Collective fish

## Adjectives:

A. Predicative

B. Attributive

C. Degrees of comparison

1. regular

2. irregular

D. Ordinal/Cardinal

Numbers

The tank is green.

The green tank is moving.

big, bigger

worse, worst

#### Adverbs:

A. Time/Frequency immediately, today, ago
B. Place/Position here, there, everywhere
C. Manner maybe, possibly
D. Negative no, never
E. Comparison of nearest, harder
F. Degree thoroughly, completely

## Articles:

A. Definite a, the
B. Indefinite any, some

# Pronouns:

A. Personal you

B. Demonstrative that

C. Indefinite anybody, both, each

D. Reflexive himself, yourself

E. Cases of I, me, my, mine

F. Relative who, whom, whose

G. Interrogative who, which, what

## Conjunctions:

A. Coordinating and, but, or, nor
B. Subordinating because, if, as, that, after
C. Correlative either, or
D. Conjunctive adverb therefore, furthermore

# Prepositions:

- A. Simple
  - 1. place
  - 2. time
  - 3. direction/motion
  - 4. manner/agent/
  - instrument
- by, with

to

on, in

in, at, on

- 5. measurement/ number amount
- of

B. Compound:

according to, because of, by means

Vocabulary:

- words from 1100 through 2400 Elementary and Intermediate Phase of General
- English materials

Special Expressions/Idioms

"knock it off" "can it, buddy"

Verb Combinations

two word verbs

